

**ALTERNATE STATE ACHIEVEMENT TEST (ASAT)
STANDARDS STATUS REPORT**

READING PROCESS STRAND 1 (Grade 1)	Comments	Emergent See AST Score 1-3	Supported See AST Score 4-6	Functional See AST Score 7-10	Independent See AST Score 11
C4. Acquire and use new vocabulary in relevant contexts.					
PO 2. Classify common words into conceptual categories (e.g., types of seasonal foods, vegetables, fruits; types of seasonal clothing, shorts, coats).					
READING PROCESS STRAND 1 (Grade 2)					
C4. Acquire and use new vocabulary in relevant contexts.					
PO 5. Recognize words represented by common abbreviations (e.g., Mr., Ave., Oct.).					
READING PROCESS STRAND 1 (Grade 3)					
C4. Acquire and use new vocabulary in relevant contexts.					
PO 6. Determine the meaning of common synonyms, antonyms, and homonyms.					
C6. Employ strategies to comprehend text.					
PO 1. Predict events and actions, based upon prior knowledge and text features (e.g., test prior knowledge before you read story or read chapter one then predict what's next).					
PO 4. Answer clarifying questions in order to comprehend text.					
PO. 5. Extract information from graphic organizers (e.g., webs, Venn diagrams, flow charts) to comprehend text.					

COMPREHENDING INFORMATIONAL TEXT STRAND 3 (Grade 1)	Comments	Emergent See AST Score 1-3	Supported See AST Score 4-6	Functional See AST Score 7-10	Independent See AST Score 11
C1. Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.					
PO 2. Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.					
PO 3. Identify organizational features (e.g., title, table of contents, heading, subheadings, bold print, italics) of expository text.					
C2. Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.					
PO 1. Follow a set of written multi-step directions with picture cues to assist (focus on organization strategies e.g., list of homework assignments, check off when done).					
PO 3. State the meaning of specific signs (e.g., traffic, safety, warning signs).					
COMPREHENDING INFORMATIONAL TEXT STRAND 3 (Grade 2)					
C1. Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.					
PO 1. Identify the main idea in expository text (e.g., include age appropriate materials: career exploration, sports)					
PO 2. Locate facts in response to questions about expository text.					
PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, glossary, indices) in expository text.					
PO 4. Identify a variety of sources (e.g., trade books, encyclopedias, magazines, electronic sources, textbooks) that may be used to answer specific questions and/or gather information.					

COMPREHENDING INFORMATIONAL TEXT STRAND 3 (Grade 2) <i>continued</i>	Comments	Emergent See AST Score 1-3	Supported See AST Score 4-6	Functional See AST Score 7-10	Independent See AST Score 11
C1. Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.					
PO 5. Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text.					
C2. Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.					
PO 1. Follow a set of multi-step directions.					
PO 2. Determine whether a specific task is completed, by checking to make sure all the steps were followed in the right order.					
PO 3. State the meaning of specific signs, graphics, and symbols (e.g., computer icons, map features, simple charts and graphs).					
COMPREHENDING INFORMATIONAL TEXT STRAND 3 (Grade 3)					
C1. Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.					
PO 4. Use a variety of sources (e.g., trade books, encyclopedias, magazines, atlases, almanacs, electronic source, textbooks) to answer specific questions, and/or gather information.					
PO 5. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text.					

COMPREHENDING INFORMATIONAL TEXT STRAND 3 (Grade 3) <i>continued</i>	Comments	Emergent See AST Score 1-3	Supported See AST Score 4-6	Functional See AST Score 7-10	Independent See AST Score 11
C2. Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.					
PO 3. State the meaning of specific signs, graphics, and symbols (e.g., computer icons, map features, simple charts and graphs).					
PO 4. Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.					
C3. Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.					
PO 1. Distinguish fact from opinion in persuasive text (e.g., advertisements, product labels, written communications).					

WRITING PROCESS STRAND 1 (Grade 1)	Comments	Emergent See AST Score 1-3	Supported See AST Score 4-6	Functional See AST Score 7-10	Independent See AST Score 11
C1. Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.					
PO 1. Generate topics through prewriting activities (e.g., brainstorming, webbing, mapping, drawing, writer's notebook, group discussion).					
PO 3. Organize ideas using simple webs, maps, or lists					
WRITING PROCESS STRAND 1 (Grade 2)					
C2. Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.					
PO 1. Write a draft with supporting details (e.g., invitation, resume, application).					
WRITING PROCESS STRAND 1 (Grade 3)					
C3. Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)					
PO 2. Add details to the draft to more effectively accomplish the purpose.					
PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.					
PO 5. Modify word choice appropriate to the application in order to enhance the writing.					
C4. Editing includes proofreading and correcting the draft for conventions.					
PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.					
PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.					

WRITING PROCESS STRAND 1 (Grade 3) <i>continued</i>	Comments	Emergent See AST Score 1-3	Supported See AST Score 4-6	Functional See AST Score 7-10	Independent See AST Score 11
C5. Publishing involves formatting and presenting a final product for the intended audience.					
PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.					
PO 4. Write legibly.					
WRITING ELEMENTS STRAND 2 (Grade 1)					
C2. Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.					
PO 3. Write multiple sentences in an order that supports a main idea or story.					
C6. Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.					
PO 1. Incorporate the convention of spacing between words into own text.					
PO 3. Punctuate endings of sentences using periods.					
PO 4. Spell grade 1 high frequency words correctly.					
WRITING ELEMENTS STRAND 2 (Grade 2)					
C1. Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong and rich details. Purpose is accomplished. Ideas and Content					
PO 1. Write stand-alone text that expresses a clear message.					

WRITING ELEMENTS STRAND 2 (Grade 2) <i>continued</i>	Comments	Emergent See AST Score 1-3	Supported See AST Score 4-6	Functional See AST Score 7-10	Independent See AST Score 11
C2. Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.					
PO 1. Organize content in a selected format (e.g., friendly letter, narrative, expository text).					
PO 3. Use signal words (e.g., first, second, third; 1, 2, 3) to indicate the order of events or ideas.					
PO 4. Use transitional words and phrases (e.g., next, then, so, but, while, after that, because) to connect ideas.					
C4. Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.					
PO 2. Use a variety of words, even if not spelled correctly, to convey the intended message.					
PO 3. Use expressive or descriptive phrases and short sentences, beyond one- or two-word labels.					
C5. Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.					
PO 3. Use a variety of sentence beginnings and lengths.					
C6. Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.					
PO 1. Use capital letters for the beginning of a sentence.					
PO 3. Use commas to punctuate dates.					
PO 6. Spell grade 2 high frequency words correctly.					
PO 11. Use subject/verb agreement in simple sentences.					

WRITING ELEMENTS STRAND 2 (Grade3) <i>continued</i>	Comments	Emergent See AST Score 1-3	Supported See AST Score 4-6	Functional See AST Score 7-10	Independent See AST Score 11
C1. Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong and rich details. Purpose is accomplished. Ideas and Content					
PO 3. Use relevant details to provide adequate support for the ideas.					
C3. Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.					
PO 1. Show awareness of the audience through word choice and style.					
C6. Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.					
PO 7. Spell grade 3 high frequency words.					
WRITING ELEMENTS STRAND 3 (Grade 2)					
C2. Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.					
PO 1. Write expository texts (e.g., labels, lists, observations, journals).					
PO 2. Participate in creating simple summaries from informational texts, graphs, tables, or maps.					
C3. Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.					
PO 1. Write a variety of functional text (e.g., applications).					

WRITING ELEMENTS STRAND 3 (Grade 3) <i>continued</i>	Comments	Emergent See AST Score 1-3	Supported See AST Score 4-6	Functional See AST Score 7-10	Independent See AST Score 11
C2. Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.					
PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.					
PO 3. Write in a variety of expository forms (e.g., summary, newspaper article, reflective paper, log, journal).					
C3. Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.					
PO 2. Write messages.					
C6. Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.					
PO 1. Paraphrase information from at least one source (e.g., internet, reference materials).					

MATHEMATICS: NUMBER SENSE AND OPERATIONS STRAND 1 (Grade 1)	Comments	Emergent See AST Score 1-3	Supported See AST Score 4-6	Functional See AST Score 7-10	Independent See AST Score 11
C2. Understand and apply numerical operations and their relationship to one another.					
PO 7. Solve word problems using addition and subtraction of 2-digit numbers without regrouping.					
PO 8. Count by multiples to show the process of multiplication (10s, 5s, or 2s).					
PO 12. Apply the symbols: +, -, =.					
MATHEMATICS: NUMBER SENSE AND OPERATIONS STRAND 1 (Grade 2)					
C1. Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems.					
PO 13. Order three or more whole numbers through 999 (least to greatest or greatest to least).					
PO 18. Use decimals through hundredths in contextual situations with money.					
C2. Understand and apply numerical operations and their relationship to one another.					
PO 8. Solve word problems using addition and subtraction of two 2-digit numbers, with regrouping AND two 3-digit numbers without regrouping.					
MATHEMATICS: NUMBER SENSE AND OPERATIONS STRAND 1 (Grade 3)					
C1. Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems.					
PO 1. Read whole numbers in contextual situations (through six-digit numbers).					
PO 10. Make models that represent proper fractions (halves, thirds, fourths, eighths, and tenths).					
PO 12. Use proper fractions in contextual situations.					

Bold PO's are assessed also on the AIMS-A Level II

MATHEMATICS: NUMBER SENSE AND OPERATIONS STRAND 1 (Grade 3) <i>continued</i>	Comments	Emergent See AST Score 1-3	Supported See AST Score 4-6	Functional See AST Score 7-10	Independent See AST Score 11
C1. Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems. <i>continued</i>					
PO 15. Count amounts of money through \$20.00 using pictures or actual bills and coins.					
PO 16. Use decimals through hundredths in contextual situations including money.					
C2. Understand and apply numerical operations and their relationship to one another.					
PO 2. Add two three-digit whole numbers.					
PO 3. Subtract two three-digit whole numbers.					
PO 6. Solve word problems using grade-level appropriate operations and numbers.					
PO 17. Apply addition and subtraction in contextual situations, through \$20.00.					
C3. Use estimation strategies reasonably and fluently.					
PO1. Solve grade-level appropriate problems using estimation.					
MATHEMATICS: DATA ANALYSIS, PROBABILITY, AND DISCRETE MATHEMATICS STRAND 2 (Grade 3)					
C1. Understand and apply data collection, organization and representation to analyze and sort data.					
PO 2. Construct a horizontal bar, vertical bar, pictograph, or tally chart with appropriate labels and title from organized data.					
PO 4. Answer questions based on data found in line plots, pictographs, and single-bar graphs (horizontal and vertical).					
PO 6. Solve problems using graphs, charts and tables.					
MATHEMATICS: PATTERNS, ALGEBRA, AND FUNCTIONS STRAND 3 (Grade 3)					
C3. Represent and analyze mathematical situations and structures using algebraic representations.					
PO 1. Use variables in contextual situations (e.g., we have two, we need three more).					

Bold PO's are assessed also on the AIMS-A Level II

MATHEMATICS: GEOMETRY AND MEASUREMENT STRAND 4 (Grade 1)	Comments	Emergent See AST Score 1-3	Supported See AST Score 4-6	Functional See AST Score 7-10	Independent See AST Score 11
C1. Analyze the attributes and properties of 2- and 3-dimensional shapes and develop mathematical arguments about their relationships.					
PO 3. Use concepts and terms of position and size in contextual situations: <ul style="list-style-type: none"> • Inside/outside • Left/right • Above/below/between • Smaller/larger • Longer/shorter 					
PO 6. Name the seven days of the week in proper order, starting with Sunday.					
C4. Understand and apply appropriate units of measure, measurement techniques, and formulas to determine measurements.					
PO 4. Name the days of the week for yesterday, today, and tomorrow. (e.g., If today is Wednesday, what day will it be tomorrow?)					
PO 7. Measure a given object using the appropriate unit of measure: <ul style="list-style-type: none"> • Length – inches, feet and yards • Capacity/volume – cups, gallons • Mass/weight - pounds 					

MATHEMATICS: GEOMETRY AND MEASUREMENT STRAND 4 (Grade 2) <i>continued</i>	Comments	Emergent See AST Score 1-3	Supported See AST Score 4-6	Functional See AST Score 7-10	Independent See AST Score 11
C4. Understand and apply appropriate units of measure, measurement techniques, and formulas to determine measurements.					
PO 3. Tell time to the quarter hour using analog and digital clocks.					
PO 7. State equivalent relationships: <ul style="list-style-type: none"> 12 inches = 1 foot 60 minutes = 1 hour 24 hours = 1 day 7 days = 1 week 12 months = 1 year 100 pennies = 1 dollar 10 dimes = 1 dollar 4 quarters = 1 dollar 1 cup = 8 ounces 2 cups = 1 pint 2 pints = 1 quart 4 quarts = 1 gallon 16 ounces = 1 pound 6 items = $\frac{1}{2}$ dozen 12 items = 1 dozen 					
MATHEMATICS: GEOMETRY AND MEASUREMENT STRAND 4 (Grade 3)					
C1. Analyze the attributes and properties of 2- and 3-dimensional shapes and develop mathematical arguments about their relationships.					
PO 1. Build geometric figures with other common shapes (e.g., spatial relationships such as build a birdhouse or bookcase concretely or through computer generation).					

MATHEMATICS: GEOMETRY AND MEASUREMENT STRAND 4 (Grade 3) <i>continued</i>	Comments	Emergent See AST Score 1-3	Supported See AST Score 4-6	Functional See AST Score 7-10	Independent See AST Score 11
C4. Understand and apply appropriate units of measure, measurement techniques, and formulas to determine measurements.					
PO 3. Determine the passage of time across months (units of days, weeks, months) using a calendar.					
PO 6. Compare units of measure to determine more or less relationships for: <ul style="list-style-type: none"> Length – inches to feet; Time – minutes to hours; hours to days; days to weeks; months to years; and Money – pennies, nickels, dimes, quarters and dollars 					
MATHEMATICS: STRUCTURE AND LOGIC STRAND 5 (Grade 2)					
C2. Evaluate situations, select problem-solving strategies, draw logical conclusions, develop and describe solutions and recognize their applications.					
PO 1. Identify the concepts <i>some</i> , <i>every</i> , and <i>many</i> within the context of logical reasoning.					
PO 2. Identify the concepts <i>all</i> and <i>none</i> within the context of logical reasoning.					
MATHEMATICS: STRUCTURE AND LOGIC STRAND 5 (Grade 3)					
C2. Evaluate situations, select problem-solving strategies, draw logical conclusions, develop and describe solutions and recognize their applications.					
PO 1. Draw conclusions based on existing information.					